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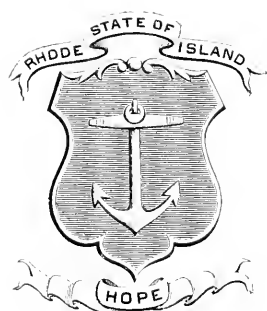


Brown
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ARBOR

DAY

MAY 10

1907



RHODE ISLAND

A R B O R D A Y

State of Rhode Island.

DEPARTMENT OF EDUCATION.

PREFATORY NOTE.

It will be observed that forestry has been selected as the special feature of this number of the Arbor Day annual. It contains a list of the trees of Rhode Island, which shows the extent of their variety in this State and may be an aid to pupils in their study of trees. There are selections giving information about the planting and care of trees and other facts of tree life.

By an excursion into the woods pupils may learn, under the direction of their teacher, to identify the most common kinds of trees and gain a more intimate acquaintance with trees. Such an excursion, when practicable, would not be an unfitting feature of Arbor Day observance, and would not necessarily preclude other customary exercises both within and without the schoolroom.

The State Forester has made the following interesting suggestion: "It would seem to me expedient for some of the schools to reserve a shaded corner of the grounds for a small forest nursery—a bed about four feet wide and any convenient length—in which to raise nursery stock for planting shade and forest trees on Arbor Day. Such a nursery could be started on Arbor Day by putting into this bed some tiny seedlings such as may be found at that time under some of the mature trees of beech, maple, oak, ash, pine, and chestnut. Later the nursery could be extended by planting tree-seeds gathered in the following autumn."

The proper observance of Arbor Day is limited neither to literary program nor to tree planting. Since man's visible works are but an expression of his life, the aim of the school must be the development of virile character, of which good works are the issue. For this end in the training of children and youth, Arbor Day offers the opportunity of fostering the love of natural beauty, awakening an interest in civic improvement, imparting a knowledge of the value of trees, giving instruction in practical forestry, and providing a practical training in tree planting and related arts. If the children of to-day form the habit of making things look better at school and home, they will later be found active in all efforts for public improvement.

An interesting program of song and recitation and the making of some spot more beautiful by tree, shrub, or flower are alike means for making impressions of truth and beauty that will endure in the lives of children. For this purpose it is essential that every school convene in its school home on Arbor Day morning and that every child shall have a personal part, however small, in the exercises of the day.

Let Arbor Day be associated with the study of nature throughout the year. Let every school, when possible, have its garden. Keeping the school yard free from rubbish is a way of improvement. For adornment of school grounds the planting of shrubs and vines, as well as trees, may be effective. For the sake of the children, every schoolhouse should image God's beauty of field and forest. The future beauty of homestead, school grounds, roadside and public park is now growing in the hearts of to-day's children. Let the school become an ally of the community in all public betterment.

The proper observance of Arbor Day contributes not a little to right civic training. It strengthens the link between the child and nature. In awakening an interest in the life of tree and plant, it inspires kindness, gentle manners, and a fine regard for the rights and well-being of others. It gives a larger love of home and familiar scenes and a deep interest in men and things, which is at the heart of good citizenship.

Walter E. Ranger

Commissioner of Public Schools.

State House, April 8, 1907:



ARBOR DAY

1907

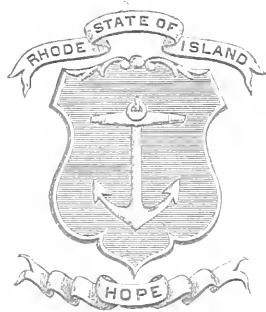
Letter of

THEODORE ROOSEVELT

PRESIDENT

to the

School Children of the United States



To the School Children of the United States :

Arbor Day (which means simply "Tree Day") is now observed in every State in our Union—and mainly in the schools. At various times from January to December, but chiefly in this month of April, you give a day or part of a day to special exercises and perhaps to actual tree planting, in recognition of the importance of trees to us as a Nation, and of what they yield in adornment, comfort, and useful products to the communities in which you live.

It is well that you should celebrate your Arbor Day thoughtfully, for within your lifetime the Nation's need of trees will become serious. We of an older generation can get along with what we have, though with growing hardship; but in your full manhood and womanhood you will want what nature once so bountifully supplied, and man so thoughtlessly destroyed; and because of that want you will reproach us, not for what we have used, but for what we have wasted.

For the nation as for the man or woman and the boy or girl, the road to success is the right use of what we have and the improvement of present opportunity. If you neglect to prepare yourselves now for the duties and responsibilities which will fall upon you later, if you do not learn the things which you will need to know when your school days are over, you will suffer the consequen-

ces. So any nation which in its youth lives only for the day, reaps without sowing, and consumes without husbanding, must expect the penalty of the prodigal, whose labor could with difficulty find him the bare means of life.

A people without children would face a hopeless future; a country without trees is almost as hopeless; forests which are so used that they can not renew themselves will soon vanish, and with them all their benefits. A true forest is not merely a storehouse full of wood, but, as it were, a factory of wood, and at the same time a reservoir of water. When you help to preserve our forests or to plant new ones you are acting the part of good citizens. The value of forestry deserves, therefore, to be taught in the schools, which aim to make good citizens of you. If your Arbor Day exercises help you to realize what benefits each one of you receives from the forests, and how by your assistance these benefits may continue, they will serve a good end.

THEODORE ROOSEVELT.

THE WHITE HOUSE,

April 15, 1907.

THE WHITE HOUSE,

WASHINGTON, April 13, 1907.

MY DEAR SIR:—I enclose a copy of the President's letter on Arbor Day to the children of the United States. This letter is being sent to the children thru the school officers of each State and Territory. If you can assist the President in reaching the children of your jurisdiction he will greatly appreciate your coöperation.

Very truly yours,

WILLIAM LOEB, JR.,

Secretary to the President.

MR. WALTER E. RANGER,

Commissioner of Public Schools,

Providence, R. I.

DEPARTMENT OF EDUCATION,

STATE OF RHODE ISLAND.

PROVIDENCE, April 15, 1907.

MR. WILLIAM LOEB, JR.,

Secretary to the President,

Washington, D. C.

MY DEAR SIR:—In response to your letter of the thirteenth of April, I have taken pleasure in arranging for the printing of thirty thousand copies of the President's letter on Arbor Day for distribution among the school children and youth of Rhode Island. The distribution will be made in connection with that of our Arbor Day annual for 1907.

With grateful appreciation of the President's message and the great service it will render to our schools, I remain,

Very sincerely yours,

WALTER E. RANGER,

Commissioner of Public Schools.

SUGGESTIVE PROGRAM.

SONG

SCRIPTURE SELECTION.

PRAYER

SONG

FORESTRY

SONG

RHODE ISLAND AS A FOREST REGION

SONG

ARBOR DAY PROMOTES—

- a. Study of Trees.*
- b. Improvement of School Grounds.*
- c. Village, Town and City Improvement.*

SONG

HOW TO PLANT

SONG

ADDRESSES

PLANTING

SONG

SCRIPTURE SELECTIONS.

I will plant in the wilderness the cedar tree, and the myrtle, and the oil tree :
I will set in the desert the fir tree, and the pine, and the box tree together.

He heweth him down cedars, and taketh the cypress and the oak, which he
strengtheneth for himself among the trees of the forest : he planteth an ash, and
the rain doth nourish it.

All the trees of the field shall clap their hands.

Instead of the thorn shall come up the fir tree, and instead of the brier shall
come up the myrtle tree, and it shall be to the Lord for a name.

And the tree of the field shall yield her fruit, and the earth shall yield her
increase, and they shall be safe in their land, and shall know that I am the Lord.

Mountains and all hills ; fruitful trees and all cedars.

Let them praise the name of the Lord.

Then shall the trees of the wood sing out at the presence of the Lord.

The glory of Lebanon shall come unto thee, the fir tree, the pine tree, and the
box together.

That they might be called trees of righteousness, the planting of the Lord, that
he might be glorified.

Heralds of Spring.

Slowly the earth is awaking,
Its pulses beat more strong,
The beauty of spring is breaking
Beneath the bluebirds' song,
The tender twilight is length'ning,
The wind more softly blows,
The fields are changing to verdure,
The brook more swiftly flows.

Sweet, sweet! the robins are singing,
Swinging 'mid budding trees ;
Spring! Spring! the south wind is calling,
As it bloweth o'er the leas.
With a host of gallant courtiers,
Up through the fields and lanes,
Spring comes in her robes of splendor,
Queen o'er the land she reigns.

—*Louise Lewin Matthews.*

FORESTRY.

Forestry is the name given in general to the subject of preserving and renewing the forests of our country, planting trees on plain and prairie, and establishing a practical science and art covering these interests.

The movement in the United States dates from the year 1873, when a committee of the American Association for the Advancement of Science was appointed "to memorialize Congress and the several state legislatures upon the importance of promoting the cultivation of timber and the preservation of forests, and to recommend proper legislation for securing these objects."

The Division of Forestry was organized by order of the Commission of Agriculture, in 1881, and formally recognized by Congress in 1886.

State Forestry Associations have been organized in many states for the promotion of forestry work.

The establishment of Arbor Day in most of the states of the Union has greatly aided the cause through its widespread influence in educating the children to an understanding of the importance of tree planting and forest preservation.

The chief objects of forestry work are to secure a continuous supply of wood for man's use, and to conserve the water supply of the country. The presence of forests influences the rainfall, causing its more regular distribution. The forest holds the water in the soil, which yields it gradually in the form of gently flowing streams.

The work of forestry does not aim to exclude the axe of the lumberman, but to guide the axe to the trees that are ripe for cutting, and to prevent the ruthless destruction of young trees and of whole sections of woodland, whose continued life and growth mean the protection of the all-important water supply.

—*Colorado Arbor and Bird Day Notes.*

Stranger, if thou hast learned a truth which needs
No school of long experience, that the world
Is full of guilt and misery, and hast seen
Enough of all its sorrows, crimes and cares,
To tire thee of it, enter this wild wood
And view the haunts of Nature. The calm shade
Shall bring a kindred calm, and the sweet breeze
That makes the green leaves dance, shall waft a balm
To thy sick heart.

—*Bryant.*

RHODE ISLAND AS A FOREST REGION.

Rhode Island is a natural forest region. Its conditions of climate and soil are highly favorable to a varied arboreal growth. Few continuous tracts of no greater extent in this country produce so many species of native trees as are found within the limits of Rhode Island. The effect of the south shore currents and the Narragansett Bay is to moderate the climate for quite a distance inland. This condition gives certain trees, whose range is generally farther south, a congenial habitat here. Thus we have, in the southern line of towns, the "pin" oak, rarely, if ever, found elsewhere so far north. There is one locality of the "post" oak, near the north shore of Wickford harbor, the farthest point north for which the tree has been reported. So, that fine ornamental tree, the "tulip," thrives vigorously here, not only as planted from nursery stock, but is growing as a stately, native tree in a few localities. Its general range is from Pennsylvania south to the Gulf States.

Of the trees which reach their full development farther north, in a colder climate than ours, there are very few which are not native here, and probably none not easily naturalized. Thus we have noted as "local," that is, found in a few places, the "canoe," or "paper," birch, that tree so useful to the aborigines of the north for boats and shelter. The "rock," or "sugar," maple, while not found in great numbers here, as in the "orchards" of Vermont and cool regions elsewhere, grows native, sparingly, in various places in this State, and is perfectly at home as a planted tree. Of the evergreens, mention may be made of the hemlock spruce, one of the most useful trees of the northern woods. It grows here in a few cool, moist locations, showing all the grace and beauty for which the tree is noted.

It is here, then, in territory not far from Narragansett Bay, that conditions seem to meet and mingle, which favor, and ensure, the growth of trees covering, in their native habitats, a wide range of latitude and corresponding difference in climate.

The variety of soils in the State is an effective element in producing variety in tree growth. In some regions of our country one might travel many miles and find but a single kind of tree in forest masses, others, if they grew at all, being dwarfed and useless. In Rhode Island the limits of a single farm sometimes show vigorous specimens of most of the nearly fifty native species found in the State. Much of the picturesqueness of the country scenery in Rhode Island comes from constantly changing variety in the arboreal growth, noticeable as one travels the highways leading from town to town. This fact is not appreciated as it well might be. There is no element of natural beauty so freely exposed to our view as that seen in our native trees and shrubs; and there is none so easily and so cheaply manageable about home grounds and dressed highways as that derived from the same source.

The economic value of the woodlands of this State is greater than what might be inferred from its limited area. Although no mountains appear, much of the ground in the northern and western sections is exceedingly rough and full of troublesome rocks for the farmer. A large part of this land is, and should be, given up to growing wood. Portions have been subjected to two or three clean choppings, and there are probably but few acres of woodland in the State which have not been culled of the best trees. But the lands thus devoted to this crop have been left to chance-seeding, or to growth of sprouts from stumps of trees removed.

Sufficient and properly selected areas should still be devoted to tree growth, to break the sweeping winds and conserve moisture for springs and small streams. In European countries the government compels by law the reserve of a certain percentage of each owner's grounds to be given to tree growth. There the folly of clean tree cutting, even on small areas, has been experienced, and enormous sums are now being spent in renewing forests, both on government and on private lands. Here we must depend upon the intelligence and disposition of individual owners of land estates to manage tree cutting and tree planting. In a general way, the economic and the ornamental values of trees are both acknowledged. What is lacking is that active interest which comes from a careful observation of the characteristics of the different kinds—their likes and dislikes of different soils and locations, their rate of growth, the space they individually need for full development, the adaptability of the different kinds for ornament or shade in special localities, and whether they will or will not, when grown, harmonize with their surroundings. For growth in forest masses there are many questions which require an intelligent answer to ensure the most profitable investment for years to come. The white pine requires one sort of ground, the chestnut another, the oaks another; the white cedar takes to a swamp, and the gray birch will grow anywhere from a swamp to a deserted gravel pit. Some tree, native in this region, can be found which will thrive on any acre of ground in Rhode Island not permanently under water, or made of bare rock.

—*Native Trees of Rhode Island.* Levi W. Russell.

There is something nobly simple and pure in a taste for the cultivation of forest trees. It argues, I think, a sweet and generous nature to have this strong relish for the beauties of vegetation, and this friendship for the hardy and glorious sons of the forest. There is a grandeur of thought connected with this part of rural economy.

. . . He who plants an oak looks forward to future ages and plants for posterity. Nothing can be less selfish than this.

—*Irving.*

The woods at first convey the impression of profound repose, and yet, if you watch their ways with open ear, you find the life which is in them is restless and nervous as that of a woman; the little twigs are crossing and twining and separating like slender fingers that cannot be still, the stray leaf is to be flattened into its place like a truant curl; the limbs sway and twist, impatient of their constrained attitude; and the rounded masses of foliage swell upward and subside from time to time with long, soft sighs, and, it may be, the falling of a few raindrops which had lain hidden among the deeper shadows.

—*Oliver Wendell Holmes.*

Table of the Principal Forest Trees Indigenous to Rhode Island.

White oak— <i>Quercus alba</i> .	Red oak— <i>Quercus rubra</i> .
Swamp white oak— <i>Quercus platanoidea</i> . <i>Quercus bicolor</i> .	Black oak— <i>Quercus velutina</i> . <i>Quercus tinctoria</i> .
Post oak— <i>Quercus minor</i> .	Scarlet oak— <i>Quercus coccinea</i> .
Chestnut oak— <i>Quercus prinus</i> . var. <i>monticola</i> .	Pin oak— <i>Quercus palustris</i> .

NOTE.—To the above list of oaks should be added to the scarlet oak the variety *ambigua* (rather scarce), the bear or scrub oak, *Quercus ilicifolia*, and the little "chinaquin" oak, a shrub scarcely five feet high.

Shagbark hickory— <i>Hickoria ovata</i> . <i>Carya alba</i> .	Black ash— <i>Fraxinus nigra</i> . <i>Fraxinus sambucifolia</i> .
Mocker-nut hickory— <i>Hickoria alba</i> . <i>Carya tormentosa</i> .	American beech— <i>Fagus atropinacea</i> . <i>Fagus ferruginea</i> .
Pig-nut hickory— <i>Hickoria glabra</i> . <i>Carya porcina</i> .	Blue, or water, beech— <i>Carpinus Americana</i> .
Bitter-nut hickory— <i>Hickoria minima</i> . <i>Carya amara</i> .	Ironwood— <i>Ostrya Virginica</i> .
White elm— <i>Ulmus Americana</i> .	Buttonwood or sycamore— <i>Platanus occidentalis</i> .
Slippery elm— <i>Ulmus fulva</i> .	Hackberry—False elm— <i>Celtis occidentalis</i> .
Butternut— <i>Juglans cinerea</i> .	Basswood— <i>Tilia Americana</i> .
Chestnut— <i>Castanea dentata</i> . <i>Castanea vesca</i> .	Tupelo—Snagtree— <i>Nyssa sylvatica</i> .
Rock maple— <i>Acer barbatum</i> . <i>Acer saccharum</i> .	Black Cherry— <i>Prunus serotina</i> .
Red maple— <i>Acer rubrum</i> .	Red Cherry— <i>Prunus Pennsylvanica</i> .
White maple— <i>Acer dasycarpum</i> .	Tulip tree— <i>Liriodendron tulipifera</i> .
Black birch— <i>Betula lenta</i> .	Sassafras— <i>Sassafras sassafras</i> .
Yellow birch— <i>Betula lutea</i> .	Aspen poplar— <i>Populus tremuloides</i> .
Gray birch— <i>Betula populifolia</i> .	Large poplar— <i>Populus grandidentata</i> .
Canoe birch— <i>Betula papyrifera</i> .	Balm of Gilead— <i>Populus balsamifera</i> var. <i>candicans</i> .
White ash— <i>Fraxinus Americana</i> .	Flowering dogwood— <i>Cornus florida</i> .

Cone-Bearing Trees.

White pine— <i>Pinus strobus</i> .	Hemlock— <i>Tsuga Canadensis</i> .
Pitch pine— <i>Pinus rigida</i> .	Red cedar— <i>Juniperus Virginiana</i> .
Black spruce (rare)— <i>Picea mariana</i> . <i>Picea nigra</i> .	White cedar— <i>Cupressus thyoides</i> .
—Native Trees of Rhode Island. Levi W. Russell.	

"Both ranges of the Lebanon Mountains were once covered with dense forests. Then Palestine was a land flowing with milk and honey. The people enjoyed comfort and abundance during centuries. Now the forests are destroyed, the Jordan is an insignificant stream, the hills of Galilee are sterile knobs, and the few remaining cedar trees look lonely and mournfully upon an arid and desolate country."

—Selected.

EXERCISE — SELECTED RECITATIONS.

First Pupil.

To him who in the love of nature holds
 Communion with her visible forms, she speaks
 A various language ; for his gayer hours
 She has a voice of gladness, and a smile
 And eloquence of beauty, and she glides
 Into his darker musings with a mild
 And healing sympathy, that steals away
 Their sharpness, e'er he is aware.

—*Bryant.**Second Pupil.*

For Nature beats in perfect tune,	And the ripples in rhymes the oar forsake.
And rounds with rhyme her every rune,	The wood is wiser far than thou ;
Whether she work in land or sea,	The wood and wave each other know.
Or hide underground her alchemy.	Not unrelated, unallied,
Thou can'st not wave thy staff in air	But to each thought and thing allied,
Or dip thy paddle in the lake,	Is perfect Nature's every part,
But it carves the bow of beauty there,	Rooted in the mighty Heart.

—*Emerson.**Third Pupil.*

One impulse from a vernal wood
 May teach you more of man,
 Of moral evil and of good,
 Than all the sages can.

—*Wordsworth.**Fourth Pupil.*

Faint murmurs from the pine-tops reach my ear,
 As if a harp-string—touched in some far sphere—
 Vibrating in the lucid atmosphere,
 Let the soft south wind waft its music here.

—*T. B. Aldrich.**Fifth Pupil.*

Old trees in their living state are the only things that money cannot command. Rivers leave their beds, run into cities and traverse mountains for it; obelisks and arches, palaces and temples, amphitheaters and pyramids rise up like exhalations at its bidding. Even the free spirit of man, the only thing great on earth, crouches and cowers in its presence. It passes away and vanishes before venerable trees.

—*Landor.**Sixth Pupil.*

Plant in the springtime the beautiful trees,
 So that in future each soft summer breeze,
 Whispering through tree-tops may call to our mind
 Days of our childhood then left far behind.

—*Selected.*

THREE TREES.

The pine tree grew in the wood,
 Tapering, straight, and high ;
 Stately and proud it stood,
 Black-green against the sky,
 Crowded so close, it sought the blue,
 And ever upward it reached and grew.

The oak tree stood in the field,
 Beneath it dozed the herds ;
 It gave to the mower a shield,
 It gave a home to the birds.
 Sturdy and broad it guarded the farms,
 With its brawny trunk and knotted arms.

The apple tree grew by the wall,
 Ugly and crooked and black ;
 But it knew the gardener's call,
 And the children rode on its back,
 It scattered its blossoms upon the air,
 It covered the ground with fruitage fair.

"Now, hey," said the pine, "for the wood !
 Come live with the forest band,
 Our comrades will do you good,
 And tall and straight you will stand."
 And he swung his boughs to a witching sound,
 And flung his cones like coins around.

"O ho !" laughed the sturdy oak ;
 "The life of the field for me,
 I weather the lightning-stroke ;
 My branches are broad and free,
 Grow straight and slim in the wood if you will,
 Give me the sun and the wind-swept hill !"

And the apple tree murmured low,
 "I am neither straight nor strong ;
 Crooked my back doth grow
 With bearing my burdens long."
 And it dropped its fruit as it dropped a tear,
 And reddened the ground with fragrant cheer.

And the Lord of the harvest heard,
 And he said : "I have use for all ;
 For the bough that shelters a bird,
 For the beam that pillars a hall ;
 And grow they tall, or grow they ill,
 They grow but to wait their Master's will."

So a ship of the oak was sent
 Far over the ocean blue,
 And the pine was the mast that bent
 As over the waves it flew,
 And the ruddy fruit of the apple tree
 Was borne to a starving isle of the sea.

Now the farmer grows like the oak,
 And the townsman is proud and tall ;
 The city and field are full of folk—
 But the Lord has need of all.

—*Selected.*

WHY WE KEEP ARBOR DAY.

(For seven children. As they take their places upon the stage, those in seats recite the first stanza.)

Trees of the fragrant forest,
With leaves of green unfurled,
Through summer's heat, through winter's cold,
What do you do for our world?

First—

Our green leaves catch the raindrops
That fall with soothing sound,
Then drop them slowly, slowly down,
'Tis better for the ground.

Second—

When rushing down the hillside,
A mighty freshet forms,
Our giant trunks and spreading roots
Defend our happy homes.

Third—

From burning heat in summer,
We offer cool retreat,
Protect the land in winter's storm
From cold, and wind, and sleet.

Fourth—

Our falling leaves in autumn,
By breezes turned and tossed,
Will make a deep sponge carpet warm
Which saves the ground from frost.

Fifth—

We give you pulp for paper,
Our fuel gives you heat,
We furnish lumber for your homes,
And nuts and fruit to eat.

Sixth—

With strong and graceful outline,
With branches green and bare,
We fill the land through all the year
With beauty everywhere.

All—

So, listen, from the forest,
Each one a message sends
To children on this Arbor Day,
"We trees are your best friends."

—*Primary Education.*

The spirit of Arbor Day is that of a deep love for trees,—a love that includes their beauty on the one hand and their service on the other. This love has a thousand aspects and a thousand degrees, for the beauty and the service that call it forth are as varied as the trees that grow and the needs of earth and man to which they so admirably minister. There is the beauty of the stately pine, the rugged oak, the gracefulelm. There is the service of the fragrant eucalyptus that brings health to the deadly Campagna, of the versatile palm that makes habitable the waste places of the tropical belt, of the humid forest that holds back the waters of the rainy season to bless the dry that follows after. The problems of the trees are also without number. There is the problem of the East,—to save its forests where now they abound. There is the problem of the West,—to make forests abound where now they are unknown. A forest murderously ruined by the lumberman's axe is like a field of battle when the fighting is over,—a sight to make humanity weep. Not so the forest that springs into life from the treeless plain. And so the mission of Arbor Day varies as the trees themselves. One blessed thing, however, is common to all the Arbor Days of the land we love, and that is the spirit to make the most of God's useful and beautiful trees.

—*Frank A. Hill.*

"Arbor Day, when in all the schools we are talking and singing about the beauties of nature in all her forms, and especially about the grandeur, the stateliness, and the usefulness of the trees, is a good time for us to resolve to know the different kind of trees in our neighborhood. No one can appreciate much without knowing much. First, we must know trees by name, and, gradually, we will learn to know many interesting things about each in regard to the time when the buds burst in the spring, when the blossoms are to be found, when the fruit is ripe, when the leaves fall, all the changes in color of foliage that take place during the year," and many other characteristics. "The day we first know a tree by name will be the day when our interest and enjoyment in that tree will begin."

—Austin C. Appgar.

LEAVES.

Child—

Little leaves, we children say,
Welcome, welcome, this spring day.
Where were you through winter
drear?
Whisper us, we long to hear.

Leaves—

In tender buds on branches swinging,
We've waited while the days were
bringing
The sun and wind to burst the brown,
And send us forth in soft green gown.

Child—

Pretty leaves, we long to know,
How it is you larger grow,
Does the tree for you provide
Daily food and drink beside?

Leaves—

Long months ago, while we were
sleeping,
Our Father Tree, in his safe keeping,
In trunk, and roots, and bark, and
wood,
Placed all we need for drink and
food.

Child—

Tell us, please, of every kind
Of pretty leaves that we may find.

Leaves—

Upon the stem in different places,
You'll find us hanging; some with
faces
Unto each as in the maple; whorled,
some;
Alternate, others, as in the plum.





And then, you see, in form we vary ;
 With saw-teeth these—elm, apple, cherry.
 Maple and oak have edges lobed.
 The willow is in straight lines robed.

Child—

Will you spend each summer day,
 Little leaves, in work or play ?

Leaves—

Within our cells the air comes ting-
 ling,
 The sap and moisture with it ming-
 ling ;
 Through these, we toil the tree to
 nourish,
 And, thus, you see it grow and flourish.

Our shade is sought by people weary ;
 And nests for birds so sweet and
 cheery,
 Are often in our clusters hidden,
 So none may enter unless bidden.

The wind and sun among us glancing,
 Each tiny leaflet starts to dancing ;
 We ride, and swing, and leap, and
 flutter,
 And each one seeks its joy to utter.

Child—

Where do you go when the summer's
 gone,
 And the wintry days are coming on ?

Leaves—

Our robes of green grow red, and yel-
 low,
 And gray, and brown, and soft hues
 mellow.
 Rain, frost, and wind in wildest glee,
 Whirl us far away from our Father
 Tree.
 —Jennie Kreigh.

THE OAK.

The monarch oak, the patriarch of the trees,
 Shoots slowly up, and spreads by slow degrees ;
 Three centuries he grows, and three he stays
 Supreme in state, and in three more decays.

—Dryden.

Maple Seeds.

“Curious things, with odd-shaped wings,
The sweet May-time to the maple brings ;
Over our heads,
On slender threads,
Idly flapping their crimson wings.

“Each tiny pair suspended there,
Swaying about in the soft spring air,
Seems to the eye
Longing to try
Its wings abroad in the azure sky.

“And as I lie, with half-shut eye,
Watching their feeble efforts to fly,
Other fair things,
Soon to have wings,
Rise unbidden before mine eye,

“From this life’s things, its storms and
stings,
Longing to haste with heavenward wings,
Waiting to die,
Waiting to fly,
Only waiting to use their wings.

“Come twilight gray, that clears away
The misty dreams which o’er me stray ;
Naught now I see,
Save the maple tree,
With its winged seeds for ever at play.”

—*Selected.*



THEY'VE CUT THE WOOD AWAY.

They've cut the wood away,
 The cool green wood,
 Wherein I used to play
 In happy mood.

The woodman's axe has cleft
 Each noble tree,
 And now, alas, is left
 No shade for me.

The brooks that flow in May
 Are dry before
 The first hot summer day,
 And flow no more.

The fields are brown and bare,
 And parched with heat ;
 No more doth hover there
 The pine scents sweet.

No more his note is heard
 To blithely ring
 Where erst the woodland bird
 Would sit and sing.

No more the wood-flowers bloom
 Where once they bloomed
 Amid the emerald gloom
 Of ferns entombed.

Fled, now, the woodland sights,
 The scented air !
 Fled, all the sweet delights
 That once were there !

And fled the gracious mood
 That came to me,
 When to that quiet wood
 I used to flee !

—*Selected.*

ARBOR DAY DRILL.

(The following may be given by six girls. Each wears a crown made of colored leaves (cut from paper). Around her waist she wears a bright scarf (of the color of the crown.) In her hand she carries a branch of laurel.)

First Pupil.

(Green crown and sash.)

Stately elm with leaves of green,
O'er spreading far on high
Its canopy of fresh spring leaves,
All hail the elm! I cry.

Second Pupil.

(Pink crown and sash.)

I'd crown the peach with blossoms pink
And fruits so luscious sweet;
Bending low the pale pink buds
Of the peach tree, I would greet.

Third Pupil.

(White crown and sash.)

A crown for the cherry blossom pure,
With its little petals white;
A pure white carpet nature dons:
'Tis a rare and happy sight.

Fourth Pupil.

(Red crown and sash.)

The early maples in the swamp,
So bright, so red are they.
My eye delights to gaze on these
Throughout the bright spring day.

Fifth Pupil.

(Gray crown and sash.)

And I the catkins seek and love,
With early buds of gray;
Each silvery bud, this new-born spring,
Seems dearer every day.

Sixth Pupil.

(Yellow crown and sash.)

The leaves of yellow birch I like,
All fluttering in the breeze,
Turning, twisting, chasing fast
And quivering as they please.

All Repeat.

We have a crown for every tree,
And beg each tree to stay;
Our boughs, unchanging as our hearts,
All wave this Arbor Day.

Music, "Marching Through Georgia." Branches wave and the six girls march around in a circle, each depositing her bough on a rustic flower stand. Sashes (which have been tied around the waist but loosely) are untied and grasped in the hands about six inches from the ends. All stand in line. Music changes to all "Hail Columbia." 1. Sash held in front horizontally, arm's length. 2. Sash held against waist horizontally. Repeat four times. 3. Sash held above the head at arm's length horizontally. 4. Sash resting on head, held horizontally. Repeat four times. 5. Hold sash perpendicularly at right side. 6. Sash raised horizontally above head. Repeat four times. 7. Sash held perpendicularly at left side. 8. Sash raised horizontally at left side. Repeat four times.

Repeat the same motions while kneeling. Repeat first movement, followed by the third, four times. Repeat second movement, followed by fourth. Repeat fifth movement, followed by seventh, four times. Repeat sixth movement, followed by the eighth, four times. All rise, passing out to music.

—*Nebraska Special Days.*

BEAUTIFYING RURAL SCHOOL GROUNDS.

The country school yard is often a dreary place. The plain frame building of the rural school, too frequently little better in appearance than a cattle shed, stands in the middle of its bare yard like a scarecrow in a cornfield after the corn has been gathered. And like the scarecrow in his deserted field, the picture is well fitted to frighten children.

There is no bit of ground where beauty is more appropriate, where it will extend a wider and more constant blessing, and where it is more easily obtained.

There are ferns for shady corners; there are many varieties of tall goldenrod that, bending in September breezes, will beckon the children back to school as to a golden way to knowledge; there are quantities of sumac which, put in clumps against the building or the high back fence, will change an ugly barrier into a gorgeous screen; there are vines that ask only for a chance to climb lovingly over the doors and windows; there are little trees only waiting for an opportunity to spread their roots in the school yard and grow great there, entering tirelessly into the games of a ceaseless procession of scampering children, receiving into their arms the boys and accepting the confidences of the whispering girls and making for all when the sun is high a beautiful welcome shade. There are violets and snowdrops that are eager to play hide and seek in the school yard in early spring days, and in some parts of the State there are wild roses to bloom in June and lend their sweetness for all the summer to the memory of school.

Since we can so easily make the school yard beautiful, a little oasis in the lives of ourselves and of those who are to follow us, and since it is fun to do it—going out into the woods and the fields for what we want—let us resolve that next fall there shall not be a single barren school yard in all the rural districts of the State.

—*Charles Mulford Robinson.*

IMPROVEMENT OF SCHOOL GROUNDS.

“That the school grounds should be made the most attractive place has long been incorporated as one of the essential articles of my pedagogical creed. To every man that asketh reason for this faith within answer is gladly given. Man’s taste and character are in large part fashioned by his surroundings. The better tendencies of head and heart draw new life from environment marked by purity, taste, and refinement. Beautiful surroundings render the school itself more attractive. To enlist the aid of boys and girls in improving and adorning their school grounds means to cultivate esprit de corps that makes them more loyal to the school and its interests. The joy coming from helping make things go in their little republic will lead to future loyalty in the broader citizenship of community, state, and nation. To the children whose parents have neither time nor means to provide their homes with things of beauty, an attractive school ground becomes a joy forever; and, no matter how humble the home, that home blandly greets every effort to cheer and brighten the life of the children. A beautiful school yard in a village or town means improved home yards and better kept lawns, and such a yard always means added interest and readier aid on the part of the school patrons.”

—*Idaho Arbor Day Manual.*

BEAUTIFYING GROUNDS.

In the artificial adornment of grounds by means of plants, nature is our best instructor. From her we learn the uses of grass, flowers, vines, shrubs and trees, and how to combine them to the best advantage. By growing together for ages, the various classes and species of plants have developed forms, habits, and requirements which enable them, not only to live and thrive in harmony, but actually to assist one another.

Man must first provide for his necessities, then for comforts, and finally for pleasures. To harmoniously arrange trees, shrubs, and herbaceous plants, and at the same time adjust them to the contour of the place, to the architecture of the buildings, and to the convenience of walks and drives, is the aim of the landscape gardener. As his guide and model he takes nature, and in so far as she is followed his work is pleasing. Every successful attempt to adorn a city lot, a suburban place, or a park has a valuable influence upon the community in which it is situated. It furnishes an object lesson which others will attempt to follow, and in this way it serves the useful purpose of stimulating in others a love for the beautiful in nature. Fortunately, the beauty which is produced by ornamental plantings cannot be selfishly kept for the exclusive use of its owner; every passer-by can take the full measure of his capacity without in the least detracting from the value of the plantation to the owner. Every person who plants a tree is a public benefactor.

—*Illinois Arbor and Bird Day.*

The Decoration of School Grounds.

Two primary objects should be kept in view in the decoration of school grounds (1) Instruction: (2) Beauty and utility.

The primary object of the school is instruction. The work of beautifying the school grounds should also carry with it an element of instruction. The grounds should serve as an object lesson for the residents of the community in which the school is located. They should be laid out on sound principles of landscape gardening, and be so well executed as to induce residents of the vicinity to copy the general idea of the plan and possibly the details of the shrubbery groups. The idea of beauty can be emphasized in the proper grouping of trees and shrubs in relation to walks, drives, and vistas, and utility can be subserved by so placing the heavy plantings as to serve as a shield from the wind and sun. Shrubby groups can be arranged so as to separate one portion of the grounds from another and yet not interfere with large open spaces which can be used as playgrounds, such as ball fields, tennis courts, etc.

—*L. C. Corbett.*

THE PLANTING OF A TREE.

Wouldst thou upbuild a home where sweet wild lives are nested,
 Glad with the sound of song, quick with the flash of wings,—
 Where the soft broods may rock, warm-housed and unmolested,
 Deep in the leafy nooks, through all the changeful springs?

Or wouldst thou rear an arch of noblest grace and splendor,
 Lifted in air and light, shaped by the sun and storm,
 Moved by the wandering wind, swayed by each influence tender,
 Yet by the hand of life molded to steadfast form?

Wouldst thou make day more fair, and night more rich and holy,
 Winter more keenly bright, and summer's self more dear,—
 Grant the sweet earth a gift, deep rooted, ripening slowly,
 Add to the sum of joys that bless the rounded year?

Go, then, and plant a tree, lovely in sun and shadow,
 Gracious in every kind—maple and oak and pine,
 Peace of the forest glade, wealth of the fruitful meadow,
 Blessings of dew and shade, hereafter shall be thine!

For though thou never see the joy thy hand hath granted,
 Those who shall follow thee thy generous boon may share.
 Thou shalt be Nature's child, who her best fruit hath planted,
 And each of many a spring shall find thy gift more fair.

—*Marion Couthouji Smith.*

Tree Planting.

“Select straight, thrifty young trees from the nursery, or from open places, such as the seedling trees along fences. Secure as much of the tap root and its main branches as practicable. Those having an abundance of the small fibrous roots are best. More trees die from injury received in digging them than from any other cause, and the greatest care must be exercised in digging the tree, as so much of the success in transplanting depends upon how well the work is done.

“In digging the trees remove the surface soil down to the roots and then cut a trench around the tree from one to four feet, according to its size. With young trees, cutting down with a sharp spade in a circle around the tree will be all that is necessary. Great care should be taken to keep the roots from the sun or the wind, for their vitality is soon lost by exposure. Retain as much soil as possible around the roots. If the saplings are brought any distance they may be bound around by a strong sheet of canvas, or packed with dampened straw or moss. In transplanting a tree a part of the roots will be left in the ground and it may be necessary to thin the branches so as to maintain a balance between *branches* and *roots*.

"In planting let the roots retain about the same position they had originally.

"The holes for the trees should always be made before the trees are brought to the grounds. Make the holes wide enough so that the roots need not be doubled back upon themselves, and deep enough so that the tree shall stand a little deeper than originally. The surface soil being generally the best should be thrown to one side and the poorer soil from below to the other side. In filling in, the better or surface soil should be returned first so as to be nearer the roots. If the ground be poor, partly fill the hole with rich loam from the forest, or manure. In applying manure care should be taken to keep it from direct contact with the roots.

"In setting the tree, place it a trifle deeper than it stood before, spread out the roots so that none are doubled — and sift fine rich soil carefully among them so as to fill every space. Pack the soil gently but firmly about the roots, and when these have been covered deeply enough to secure them from injury and to give them a firm hold pack the ground more firmly by stamping. The trees should be well watered as soon as planted and the watering should be continued during the dry season for the first two years. The surface should not be rounded up around the trees, but the hole filled to the level of the surrounding surface. The fresh surface around a newly planted tree should be mulched by a covering of straw, leaves, or wood chips to the depth of about ten inches."

— *Selected.*



SCHOOL GARDENS.

A "school garden" is a garden in connection with a school. The idea is not a new one. For centuries it has been practiced in the countries of Europe, notably in France. The movement in this country is of more recent origin, dating back not more than thirty-five or forty years.

At first the movement was confined to the cities, especially of the east. More recently it has been taken up by the progressive agricultural sections, especially of the middle west. In the cities and towns the work has been taken up principally for its ethical influences and for supplying a means of giving the pupils more fresh air and healthful exercise. In the country the utilitarian side of the work is more prominent, as there is a natural desire among the agricultural classes to give their children the advantage of a scientific knowledge of farming, the business in which their lives are to be spent.

School gardens may be either flower gardens or vegetable gardens, or, as is generally the case, a combination of both.

—*West Virginia Arbor and Bird Day Manual.*

Violets.

Violets, violets, sweet March violets,
Sure as March comes, they'll come too,
First the white and then the blue—
Pretty violets!

White with just a pinky dye,
Blue as little baby's eye,—
So like violets.

Though the rough wind shakes the
house,
Knocks about the budding boughs,
There are violets.

Though the passing snow-storm come,
And the frozen birds sit dumb,
Up spring violets.

One by one among the grass,
Saying "Pluck me!" as we pass,—
Scented violets.

By and by there'll be so many,
We'll pluck dozens nor miss any :
Sweet, sweet violets.

Children, when you go to play,
Look beneath the hedge to-day :—
Mamma likes violets.

—*Dinah Maria Mulock.*

The Pink.

Who does not love this lovely flower?

Dainty pink, with feathered petals,
Tinted, curled, and deeply frayed :

With its calyx heart half broken,
On its leaves uplifted laid.

—*Poetry of Flowerland.*

THE LITTLE PLANT.

In my little garden bed
 Raked so nicely over,
 First the tiny seeds I sow,
 Then with soft earth cover.

Shining down, the great round sun
 Smiles upon it often ;
 Little raindrops pattering down,
 Help the seeds to soften.

Then the little plant awakes !
 Down the roots go creeping,
 Up it lifts its little head
 Through the brown mold peeping.

High and higher still it grows
 Through the summer hours,
 Till some happy day the buds
 Open into flowers.

—*Selected.*

I know not which I love the most,	The pansy in her simple dress,
Nor which the comeliest shows,	The pink, with cheek of red,
The timid, bashful violet,	Or the faint, fair heliotrope, which hangs,
Or the royal-hearted rose ;	Like a bashful maid, her head.

For I love and prize you, one and all,
 From the least low bloom of spring
 To the lily fair, whose clothes outshine
 The raiment of a king.

—*Phoebe Cary.*

Poppies.

Poppies red and pink and white,
 In the garden beds ;
 Mixed with green you look so bright,
 And how you dance and nod your heads.

—*Poetry of Flowerland.*

VILLAGE AND CITY IMPROVEMENT.

"The surest and best method of beautifying a village or city is to encourage home planting of vines, flowers, and trees."

—*Selected.*

SUGGESTIONS FOR ARBOR DAY OBSERVANCE.

Arbor day had its origin with a view to creating a community of interest and active coöperation in the work of annual tree planting on a day set aside for that specific purpose, with a prearranged plan of where to plant them and what trees should be planted. In this way it was hoped that treeless streets and barren commons would be transformed and beautified, that unattractive towns would be made attractive, and waste places would be redeemed.

It is to be hoped that its original purpose may be revived and that the day may be again devoted to actual tree planting in every hamlet, village, town, and city in the State.

Let the citizens get together in meetings of such societies as are already formed under whatever name they may be called—village improvement societies, men's clubs, women's clubs, boys' clubs, St. Andrew's societies, church clubs, it matters not which, but in some way get together—appoint committees and accomplish something worth while in the way of tree planting.

At this meeting appoint at least six committees.

1. To select the place or places where the planting of trees is most demanded and where they will do the greatest good to the greatest number, and have stakes driven where each tree is to be planted.
2. To coöperate with committee number one, determine the number and kind of trees that are wanted, select and purchase them in ample season to be delivered and heeled in readiness for planting, and distribute them on Arbor Day.

3. To raise the funds to pay for the trees, digging the holes, and procuring proper earth in which to plant them, assessing those whose estates are to be directly benefited in accordance with the benefit they will receive and their ability to pay, and collecting from the community at large enough to make up the deficit.
4. To arrange for digging the holes of the right size and depth, and procuring proper earth in which to plant the trees if the soil where they are to be planted is not fit for the purpose. In many communities the holes would have to be dug and the piles of earth deposited near so that tree planting alone should be the work for Arbor Day. In other communities, especially in farming communities, all of the work might be done on Arbor Day.
5. To procure a luncheon to be given in some grove, hall, schoolhouse, church or vestry and listen to the reports of the committees showing what had been done, and outlining a plan for next year's Arbor Day; to be followed by addresses, reading of poetry, music, and singing of songs appropriate to the occasion.
6. To arrange a program for the after-dinner exercises, as indicated above. And it is recommended that the addresses be of a practical kind, on such subjects as:—The benefits of arboriculture; What trees to plant in different locations according to soil, environment, wind and ocean exposure; How to prepare trees for transplanting, care of them in transportation, and how to plant them and care for them after planting.

—*Alfred Stone.*

PLANT TREES.

Set out trees along the highway,
 Place them thick on either side;
 In the pleasant joyous springtime,
 Every one his part provide.
 Set out walnuts, chestnuts, beeches,
 Where the playful squirrels come;
 In the hemlocks, firs, and spruces
 Shall the song birds find a home.

Let their branches growing, turning,
 Forming arches o'er the way,
 Shield the horse and screen the rider
 Through the long hot summer day;
 Thick green leaves the golden sunshine
 Hiding while the dog star reigns;
 Then when autumn paints them gaily,
 Carpeting the hills and plains.

—*Anna G. Marshall.*

The Maple.

From burst of leaf till fall of leaf I braid
 For browsing herds deep amplitude of shade;
 From lowest springing branch to rounded crest
 I am the house the robin loves the best.

—*Clinton Scollard.*

WELCOME TO ARBOR DAY.

Words by E. F. STEARNS.

Afr from GERMAN FOLKSONG.

Cheerfully.

1. Welcome to Ar - bor Day! Glad-ly we sing, Na-ture from
 2. Welcome to Ar - bor Day! Come one and all, Join in our

sleep a - wakes, Greeting to Spring! Blossoms with o - dors rare
 mer - ry glee, List to our call. Woods with their tri - bute ring,

Make earth a gar-den fair; Sound we thy prais - es with notes loud and
 Birds cheerful off-ring bring; Swelling the cho - rus in one gladsome

clear, Wel-come to Ar - bor Day! Bright words of cheer.
 song, Wel-come to Ar - bor Day! Ech - oes a - long.

SONG OF THE TREES.



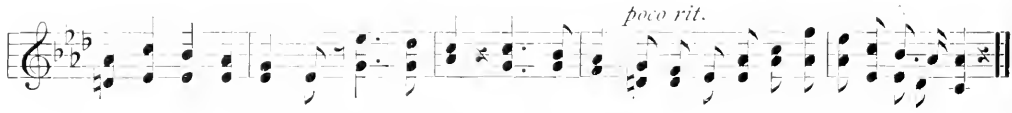
1. Where the lit - tle leaves are call - ing. Where the sum - mer sun - light's
 2. In the jol - ly mist - y wea - ther, When it rains and shines to -
 3. Might - y oaks so strong and ten - der, Ba - by birch - es young and



accel.
 fall - ing, O we'll fly, you and I, Laugh and fly, you and I, To the
 geth - er, Wil - lows tell all is well; Wil - lows know, south winds blow, Wav - ing
 slen - der, Speak to me cheer - i - ly; Whis - per low, as I go, Se - crets



woods so green - ly grow - ing, Sun and sha - dow gai - ly show - ing, And we'll
 wil - lows green and sway - ing; Where the A - pril winds are play - ing, Wav - ing
 of the elm so state - ly, Sing - ing pines that stir se - date - ly, Sil - v'ry



poco rit.
 learn all they are know - ing, Tree-tops high, 'gainst the sky, Wave and beckon us to find them, you and I,
 wil - low leaves are say - ing: "Look, my dear, Spring is here! 'Tis the merry, merry birth-time of the year,"
 maples standing straightly; These, you know, Love me so, That I learned to love them truly long ago

From "The Silver Song Series," No. 12.

WELCOME TO THE FOREST



1. When sum - mer sun op - press - es, And burns with rag - ing heat, The
 2. To taste the grate - ful shad - ows, Each nod - ding bough doth call, Each



for est's dark re - cess - es Af - ford a cool re - treat, Af - ford a cool re - treat,
 blossom on the mead - ows Bids wel - come, wel - come all, Bids wel - come, wel - come all

From "The Coda."

WOODMAN, SPARE THAT TREE.

HENRY RUSSELL,
GEORGE P. MORRIS.

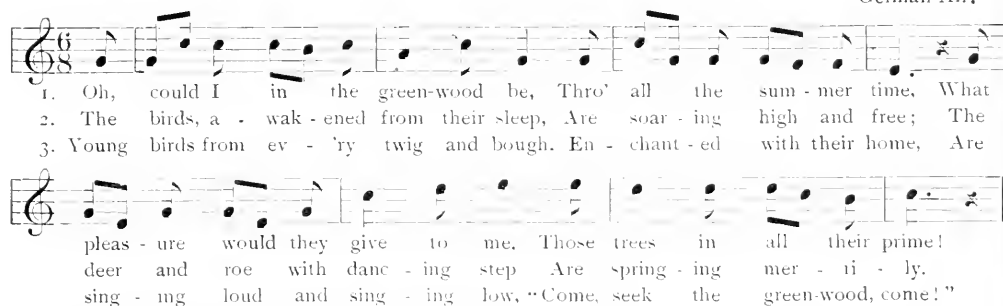

1. Wood man, spare that tree! Touch not a sin - gle bough; In youth it shel - tered
 2. That old fa - mil - iar, tree, Its glo - ry and re - nown Are spread o'er land and
 3. When but an i - dle boy, I sought it; rateful shade; In all their gush - ing
 4. My heart strings round thee cling, Close as thy bark, old friend! Here shall the wild - bird

me; And I'll pro - tect it now; 'Twas my fore - fa - ther's hand, That
 sea, And would'st thou hew it down? Woodman, for - bear thy stroke! Cut
 joy, Here, too, my sis - ters played; My moth - er kissed me here; My
 sing, And still thy branches bend. Old tree, the storm thou'lt brave, And,

placed it near his cot, There, woodman, let it stand, Thy axe shall harm it not!
 not its earth-bound ties; Oh! spare that a - ged oak, Now tow - ring to the skies.
 fa - ther pressed my hand, For - give this fool - ish tear, But let that old oak stand!
 woodman, leave the spot; While I've a hand to - save, Thy axe shall harm it not!

SONG OF THE WOODS.

German Air.



1. Oh, could I in the green-wood be, Thro' all the sum - mer time, What
 2. The birds, a - wak - ened from their sleep, Are soar - ing high and free; The
 3. Young birds from ev - 'ry twig and bough. En - chant - ed with their home, Are

pleas - ure would they give to me. Those trees in all their prime!
 deer and roe with danc - ing step Are spring - ing mer - ri - ly.
 sing - ing loud and sing - ing low, "Come, seek the green-wood, come!"

From "Educational Music Course — Primary Songs."

2

The Beautiful Woods

SARAH C. PADELFORD.

EMORY P. RUSSELL.

1. O the pleas - ant woods of Spring-time! When ba - by ferns a - wake
 2. O the joy - ous woods of Sum - mer! When un - der man - tles green,
 3. O the peer - less woods of. Au - tumn! When flam - ing are the trees
 4. O the mag - ic woods of Win - ter! When snow - flakes in the air

Their ti - ny fin - gers o - pen - ing, While buds to blos - soms break.
 The for - est trees are gath - er - ing, The sun - light's gold - en sheen.
 In taw - ny sun - light shim - mer - ing, Or flash - ing in the breeze.
 With spot - less robes are cov - er - ing The branch - es brown and bare.

The wal - nuts hang their tas - sels out, The wil - lows bend to greet The
 In mos - sy dells, by tink - ling rills The birch - es, robed in white Are
 The ma - ples blush - ing, give their wealth, The chest - nuts show - er down Their
 The spruce and hem - lock, pine and fir, Are wear - ing still their green, And

cro - cus - es and vi - o - lets, Up - spring - ing at their feet.
 guard - ed by the gi - ant oak, Their stead - fast, stal - wart knight
 treas - ures rich, with price - less gems From black oak's gold - en crown.
 thus through - out the chang - ing year, The love - ly woods are seen.

TREE SONG.

MRS. ORMISTON CHANT.

Allegro.

1. The trees are wav - ing to and fro, So are we, so are we, Be -
 2. The trees are point - ing to the sky, So are we, so are we, They
 3. They keep their place by each firm root, So will we, so will we, Keep

neath the wild wind bend - ing low, So do we, as you see. Oh,
 hold their grace - ful heads up high, So will we, as you see. Oh,
 place with firm - ly plant - ed foot, As you see, as you see. Oh,

may we grow like hap - py trees, In shad - ow or in sun, To

bless the world, to help, and please, Till our life - work is done.

MAY.

ANNA M. PRATT.

1. The or - chard is a ro - sy cloud, The oak a ro - sy mist, And
 2. A mes - sage comes a - cross the fields, Borne on the balm - y air: For

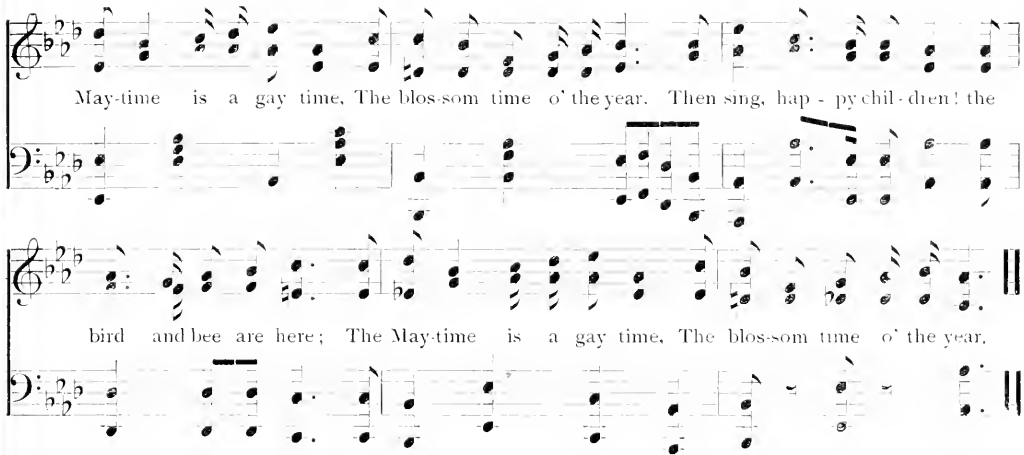
oh, the gold of the but - ter - cup, The morn - ing sun has kissed! There are
 all the lit - tle seek - ing hands, The flow'rs are ev - 'ry - where.

twink - ling shad - ows on the grass, Of a my - riad ti - ny leaves, And a
 Hark! a mur - m'ring in the hive; List a car - ol sweet; While

twitter - ing loud from the bu - sy crowd, That build be - neath the eaves,
 feath - ered throats the thrill - ing notes A thou - sand times re - peat.

CHORUS, *Gaily*.

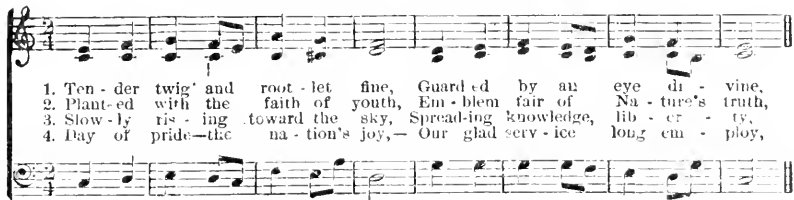
Then sing, hap - py chil - dren! The bird and bee are here; The



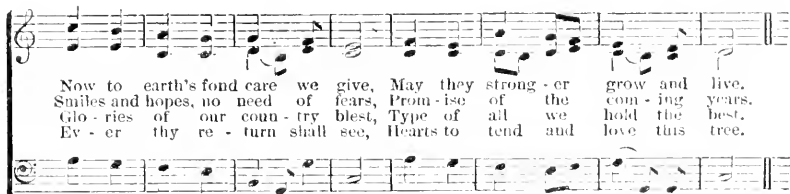
May-time is a gay time, The blossom time o' the year. Then sing, hap - py chil - dren! the
bird and bee are here; The May-time is a gay time, The blossom time o' the year.

From "Nature Songs for Children."

PLANTING OF THE TREE.



1. Ten - der twig' and root - let fine, Guard - ed by an eye di - vine,
2. Plant - ed with the faith of youth, Em - blem fair of Na - ture's truth,
3. Slow - ly ris - ing toward the sky, Spread - ing knowledge, lib - er - ty,
4. Day of pride - the na - tion's joy, - Our glad serv - ice long em - ploy,



Now to earth's fond care we give, May they strong - er grow and live,
Smiles and hopes, no need of fears, Prom - ise of the com - ing years.
Glo - ries of our coun - try blest, Type of all we hold the best,
Ev - er thy re - turn shall see, Hearts to tend and love this tree.

O HAPPY TREES.

Mrs. H. R. REYNOLDS.

Brightly.

1. O hap - py trees which we plant to - day, What great good for - tune waits you! For
 2. Your win - ter cov - er - ing of snow Will daz - zle with its splen - dor, Your
 3. In your cool shade will tir - ed feet Pause, wea - ry, when 'tis sum - mer, And

you will grow in sun and snow, Till fruit and flow - ers freight you,
 sum - mer's garb, with rich - est glow, Will feast of beau - ty ren - der.
 rest like this will be most sweet To ev - 'ry tired new - com - er.

Tra, la, la, la, la, Tra, la, la, la, la, Sing, oh sing, a mer - ry, mer - ry lay,

Tra, la, la, la, la, Tra, la, la, la, la, Hail, all hail, This joy - ful, hap - py day

Iowa Arbor Day Souvenir.

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